DOCUMENT RESUME

ED 115 573 SO 008 806

AUTHOR	Foyle, Harvey
TITLE	How to Develop a Learning Package Curriculum.
SPONS AGENCY	Kansas State Dept. of Education, Topeka.
PUB DATE	75
NOTE	36p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*American Government (Course); *Concept Teaching; Course Organization; *Curriculum Development; Curriculum Planning; Individualized Instruction; Instructional Programs; Secondary Education; Small Group Instruction; *Social Studies; Teaching Guides; *United States History
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Kansas (Hillsboro)

ABSTRACT

The American History-Government program at Hillsboro High School, Hillsboro, Kansas consists of a learning package curriculum. Students must take six of eight nine-week learning packages--American, foreign policy, conflict, change, modern politics, decision making, Constitution, and civil rights. The rationale for this package organization is that the topical approach allows for in-depth study, group work, and individual projects. A learning package has three parts--basic, small group, and individual levels--that students can opt to take. Steps for building a learning package are described. They are: decide the time, decide the topic, gather materials, decide on basic materials, decide on small group materials, decide on the individual materials, assign grade point values, determine the cost, produce the learning package, and modifying the learning package. The American Revolution, foreign policy, and Constitution learning packages are given as exemplary nine-week courses. This guide concludes with article and book report forms, small group guides, evaluation form, bibliography, and a list of small group materials. (ND)

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HOW TO DEVELOPE

A LEARNING PACKAGE CURRICULUM

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Under the auspices of the Kansas State Department of Education.
Mini-grant program, Title III, ESEA, Grant No. MG-26-74-10091.
School Year 1974-75.

PREFACE

Expressions of thanks are always in order. U.S.D. #410 Board of Education allowed Harvey Foyle and James Stotts much freedom and support in developing the American History-Government program. Dr. Marvin Schadt, Superintendent, and Dr. Donald Nease, Principal, have allowed the program to continue and expand and have furnished the wherewith-all for putting this mini-grant booklet together. Richard Leighty, State Consultant for the Social Studies, in many ways has added to the program both directly and indirectly. Dr. James Fisher of Wichita State University acted as the project consultant in starting the process of change in the Hillsboro High Social Studies Department. H. Floyd Gwin of Salina South High School, and Leroy Griswold and Don Learned of Campus High School, Haysville, helped with suggestions and advice. Last and most important are the students who struggled through changes and innovations in our attempts to reach this stage of development. There are many other persons who have given input to the program too numerous to name. Thank you to all of you.

James Stotts acted as the consulting teacher for this mini-grant booklet. He received his B.A. from Southwestern College at Winfield, Kansas in 1955, M.S. from Kansas University in 1967, and has taught for 19 years, the last 9 years in Hillsboro, Kansas. The program of American History-Government at Hillsboro High School was coordinated through a mutual effort and cooperative approach between James Stotts, the American Government teacher, and Harvey Foyle, the American History teacher.

Harvey Foyle, the writer of this booklet, received his B.A. from Westmar College, LeMars, Iowa in 1964, M.Div. from Evangelical Theological Seminary in Naperville, Illinois in 1967, and M.S. from Emporia Kansas State College in 1974. He has taught social studies at Hillsboro for the past 6 years.

The American History-Government program at Hillsboro High School is in reality not the product of one or two persons, but has the input of dozens of resource persons. The material of this booklet hopefully can cut across the need to experiment, change, and innovate by building upon the experience of the Hillsboro program. Mr. Stotts and Mr. Foyle stand ready to help other teachers interested in this approach. Please feel free to contact us.

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BACKGROUND INFORMATION

Hillsboro High School

Hillsboro High School is in Unified School District #410 of Marion County Kansas. U.S.D. #410 has approximately 900 students and the high school has 292 students. The geographic area is basically centered around three small farming communities: Hillsboro, Lehigh, and Durham. There are two social studies instructors and a staff of twenty-five located at the high school.

The Social Studies Department

Under the direction of Harvey Foyle and James Stotts, the former American History teacher and American Government teacher respectively, the Social Studies Department moved toward curriculum revision in 1971. Since there are only two persons in the department, it was found to be feasible to coordinate a new program. The Superintendent, Mr. Keith Bray, and the Principal, Mr. John Crum, promoted the idea of curriculum revision and gave support to the new approaches. The program of revision began in earnest in the summer of 1971 and is continuing today. The idea of Learning Packages was developed and is the main concern of this booklet. Although other innovations have occurred, the Learning Packages can be adapted most readily to other schools, methods, and materials.

LEARNING PACKAGE CURRICULUM

Social Studies Requirements

Hillsboro High School requires two years (two units) of social studies for graduation. The school is set up on the nine week course plan. Learning Packages are used in the American History-Government courses but not in the other elective social studies courses. Students may choose to be in one or two of the courses per nine weeks or even opt to take none for the nine weeks. However, students must complete six out of eight American History-Government Learning Package courses while in the Junior and/or Senior year. One of the six courses must be Constitution. The remaining two nine week courses usually are taken from the electives. The Curriculum Learning Packages are as follows:

Americans	Modern Politics
Foreign Policy	Decision-Making
Conflict	Constitution
Change	Civil Rights

Course Descriptions

"Americans" are considered a mixture of many nationalities. The student will be able to study and research, "What is an American." The course deals with many minorities in American society. Blacks will be studied through the simulation, "Arg". Mexican-Americans, Indians, and other ethnic and racial groups will be examined. Since, literally, we are a nation of immigrants, immigration will be touched upon.

"Foreign Policy" will study the policy of the U.S. from World War I until the present. Foreign relations will be focused upon through the game "Nations" in which students conduct a nation's foreign affairs. Given a study of past and present U.S. foreign policy, the student will be able to identify objectives, factors, and results of current U.S. policies, analyze current policies, and evaluate their effectiveness.

"Conflict" is a reality of life. The student is faced with conflict at every level of society. The unit deals with conflict at the individual, local, and national-international levels. Specific conflicts that were resolved in war are the American Revolution and the American Civil War. Conflict in public issues such as dissent and protest, privacy, religious freedom, science and public policy, and status will be optional studies.

"Change" deals with the many changes that have been and are taking place around us. The Jacksonian Era, Progressive Era, and New Deal Era will be focused on. The "Stock Market" game will be played. Students will have a chance to study a change that they would like to see happen, on the local, state, or national level. There will be a variety of opportunities open to the student to explore changes that they are interested in.

"Modern Politics" will involve the general elections, political behavior, political specialists, political parties, and the political process. The student will be involved in individual election and campaigning projects. Given this unit the student will have the opportunity to become politically involved in the electoral process.

"Decision-Making" at various levels of the government will be studied. Methods of making decisions will be role-played. Students will have opportunity to make decisions involving the fate of the world. Given the opportunity to analyze some decisions the student will take a decision of the past and compare his solution to the decision of a person or organization that had the available data and advice.

"Constitution" is the only required course in social studies. This unit will deal with the pre-constitutional period through the simulation, "Disunia", research project. This contains the need for changes and revisions in the Articles of Confederation. The Constitution of the U.S. will be studied and inquiry will be available to analyze the relevance of the Constitution in today's world. American Political Behavior material dealing with the "Role of Congress" will be used to illustrate how Congress carries out their various duties that are stated in the Constitution.

"Civil Rights" is meaningful in today's world. This unit deals with the Bill of Rights and the Supreme Court decisions of the past in insuring our basic rights. The unit will cover the function and operation of the judicial system. Criminal law and criminal procedures will be available to those who choose to inquire into these aspects of civil rights.

Rationale and Objectives

The basic reason for giving mixed credit in American History-Government courses when a student takes one of the Learning Package courses listed above is found in the rationale of the program. By organizing courses in a topical

manner rather than in a chronological and institutional manner as in separate year long classes, duplication of content is virtually eliminated. History and Government can be taught together when appropriate to the topic rather than in a disjointed manner. The topical approach to courses allows for in-depth study, group work, and individual projects which would otherwise not be accomplished. The Learning Package Curriculum approach has allowed Hillsboro High School Social Studies Department to organize its courses in such a manner that students can be involved in large group, small group, and individualized instruction.

Component Parts

The Learning Package Curriculum is divided into three component parts: Basic Level, Small Group Level, and Individual Level. It is felt that social studies is indeed social and hence a student may not work entirely on his/her own to complete course requirements. The Individual Level tasks are limited. This tends to guide students into the Small Group Level. However, a student can complete course requirements without entering the Small Group Level. In the Basic Level there are provided group oriented tasks. It has been found that the majority of students work at tasks in all three levels.

The Basic Level is required to pass the particular nine week course. It is called basic due to the fact that materials covered in this section will help the student as he works through the Small Group and Individual Levels. The Basic Level is intended to give the students factual background material. This basic foundation (both historical and governmental) is aimed at helping the student as he/she works through the Small Group or Individual Level. This level is content oriented. It is made up of group and individual work. The total amount of time spent in the Basic Level depends upon the course itself. Some individual courses require four weeks of Basic Level work; some require as much as seven weeks. Items covered in this level are evaluated with written papers or tests. Each test or paper must be passed with 90% accuracy to obtain the assigned points involved in the task. Tests are given on Tuesday and Thursday only, so that the teacher will not be just giving tests all of the time and so that students will put an effort into studying for the tests. Fridays students may take their third attempt on a test. If 90% accuracy is not gained by the time of the third test, then a percentage of the points for the task will be assigned. Occasionally tests will be corrected in written paragraph form rather than retaken, such as current events and Current Viewpoints Magazine tests.

The Small Group Level is an option which is open to the student when he has finished all work in the Basic Level. Each Group has a choice of several materials. These groups are optional with the stipulation that materials not be repeated by the student. Each group of materials will vary according to the length required for completion and the difficulty involved. Points for the small group are based on two points for each estimated day of completion. The students usually answer the questions in the booklets and hand them in for correction by the teacher. Upon completion of the questions correctly, the student takes an individual essay and/or objective test covering the materials. If 90% accuracy is not received on this test, then the student may make up the test by correcting it in paragraph form. Students set up a group of three to five members with the help of the instructor. They choose materials from a given list. They read as individuals, answer questions as a

group, and take a quiz as an individual. Materials are primary or secondary in-depth studies of the Basic Level work.

The Individual Level is research and project oriented. Various points are assigned to the tasks based upon difficulty and length of time involved. Normally, an estimated 2 points per class hour of activity is allotted. The maximum that may be earned in this area is 20 points for the nine weeks.

The Role of the Teacher and Student

In a Learning Package Curriculum, the teacher functions as a mixture of roles. The traditional lecturer, filmstrip shower, and movie shower are still present. However, a new role becomes a part of the pattern. The teacher becomes an organizer, manager, and implementer of tasks performed by the student. The teacher becomes a resource guide, a coach, or a helper in performing the assigned or chosen tasks.

The student begins to take responsibility for his own time, actions, and activities. The teacher may prod a student who is not performing but, generally speaking, the students are self-directed and motivated to perform rather than being directed all of the time by the teacher. The task oriented criterion-referenced Learning Package Curriculum places the teacher and the student into new roles in the classroom. The teacher chooses what options are open to the student, but the student chooses which options he will use to achieve his goals in the course.

STEP-BY-STEP PLAN

Steps in Building a Learning Package

There are basically ten steps that are used in the Hillsboro High School Social Studies Department when building a Learning Package. The steps include the following:

1. Time
2. Topic
3. Materials
4. Basics
5. Small Groups
6. Individual Materials
7. Point Values
8. Cost
9. Production
10. Modifications

Often, these steps are not so neatly outlined in the actual production of a Learning Package. For the purposes, of clarification, the above outline will be used in describing how to build a Learning Package. The illustration of a course in "The American Revolution" will be used throughout with a completed Learning Package for such a course available in the Appendix. A more or less traditional approach will be the guide line for building a Learning Package, since once the method is grasped, other approaches such as inquiry, behavioral, LAPS, and UNIPACS can be inserted.

Step One — Decide the Time

Most patterns in schools run six weeks, nine weeks, semester, or year. To keep a Learning Package from becoming too bulky, six weeks to nine weeks

for the topical approach is considered optimum in Hillsboro. Since Hillsboro High School is on the nine weeks system, this decision is already made.

Example: Nine week course.

Step Two — Decide the Topic

The nine week course can be topical or conceptual. The following lists have proven helpful.

From Mary Jane Turner's book, Materials for Civics, Government and Problems of Democracy, we find the following concepts:

1. Legitimacy
2. Authority
3. Power
4. Decision Making
5. Leadership
6. Citizenship
   a. Representation
   b. Participation
   c. Voting
   d. Socialization
   e. Interest Groups
   f. Parties
7. Human Rights
   a. Freedom
   b. Equality
   c. Justice
   d. Natural Rights
   e. Conscience
   f. Duty
8. Change
   a. Development
   b. Modernization
   c. Stability
9. Conflicts
   a. Pressure
   b. Violence
   c. Resolution
   d. Revolution
10. Institutions
11. Bureaucracy
12. Sovereignty
13. Law
14. Issues
   a. Civil Rights
   b. Violence
   c. Right to Dissent
   d. Political Security
   e. Social Security
   f. Quality of Life
      1.) Pollution
      2.) Over-population
      3.) Poverty and Welfare
      4.) International Peace and Law
      5.) Drug Abuse
15. Political Behavior

For the historian, we might pull from Edwin Fenton's books, e.g. Teaching the New Social Studies in Secondary Schools, the following concepts:

1. Causation: multiple factors, the why?
2. Process: sequence, development, event, expression
3. Effect: explanation, prediction, outcome, resolution

Other useful concepts are those developed by the Social Studies Curriculum Center at Syracuse University, e.g. Social Science Concepts and the Classroom. A few examples are the following:

1. Conflict—its origin, expression, and resolution
2. The Industrialization-Urbanization Syndrome
3. Secularization
4. Compromise and Adjustment
5. Comparative Advantage
6. Power
7. The Modified Market Economy

One could choose topics rather than concepts. Simply take a history or government book and choose a topic listed in the table of contents as a starting point. For example, one might choose pre-Civil War, Civil War, Reconstruction, and Civil Rights today as a linage of topics for a course. Or one might choose the Articles of Confederation, the Constitutional Period, The U.S. Constitution, the Congress, or the Presidency: Past and Present as a linage of topics for a course.

Example: The American Revolution.

Step Three — Gather Materials

Gathering materials may be complex or simple. In Hillsboro, the Social Studies Department wrote for free examination copies of materials available in the subject area. This was done for an entire year before beginning the process of revision. However, gathering materials may be as simple as dividing the present history and government textbooks into sections. It might be sending for copies of the five most readily available small group materials. Individual assignments might come from the end of the chapter in the present textbooks. As an example, materials might be those used at Hillsboro High School.

Example: Bragdon and McCutchen, History of a Free People (1969 ed.)
McClenaghan, Magruder's American Government (1970 ed.)
Touhill, Readings in American History (1970 ed.) pamphlets
Feder, Viewpoints: USA (1972 ed.) pamphlets
American Education Publications pamphlets
Patterns of Civilization: America (1972 ed.) pamphlets
Feder, The Process of American Government (1972 ed.) pamphlets

Step Four — Decide on Basic Materials

Basic materials are chosen in order to give the students proper background needed to perform in the Small Group and Individual Levels. Basic material can be found in several areas, e.g. textbook chapters, current events, current magazines and newspapers, simulations, filmstrips, slides, tapes and records, movies, and resource people.

Example: Chapter 1, "The Heritage of the Colonial Period", Bragdon, HFP, 3-31.
Chapter 2, "Road to Revolution", Bragdon, HFP, 32-49.
Chapter 3, "The Struggle for Independence", Bragdon, HFP, 50-75.
DalPorto's Radicals Vs. Tories game.
Current Events from a daily newspaper
Current Viewpoints Magazine

Step Five — Decide on Small Group Materials

Small group materials can be chosen from primary source or secondary source readings. They may have self-contained questions by the author or ones that the teacher makes up for the material. Since many readings books, such as those listed in Step Three above are sold by chapters in the form of pamphlets,

these may be used for small groups studies as well. The teacher should decide on the chapters (pamphlets) that fit the topic, in this case, "The American Revolution". The quantity of the following pamphlets need not be high since all students will not be choosing them. If too many students desire the booklet, they may have to go to a second choice and use it. Ten copies per title has proven sufficient. This allows two groups per material title with an additional copy for the teacher.

Example: "What were the Causes of the American Revolution?"
Viewpoints, 18-32.

Step Six — Decide on the Individual Materials

The teacher using Bragdon, HFP, might turn to the end of Chapter 1, 2, and 3 to pick out items that are of interest to the student and which can be stated as tasks to be accomplished by the student. Caution is always taken to insure that adequate research materials or other resources are available to accomplish the indicated tasks. Textbook workbooks could be a source of individual projects. Puzzles covering the topic might be assigned. Books might be given by name out of the school library for reports. Articles from American Heritage or American History Illustrated Magazine might be assigned for reports.

Example: Prepare a five (5) page double-spaced typewritten report or ten (10) page single-spaced handwritten report on the topic: "What Made the Declaration of Independence Effective Propaganda at the Time it was Written?"

This activity would take about two weeks of class time and homework to complete. The student could use the classroom library, the school library, or city library as resource centers. He might be allowed during his free time which is the latter part of the nine week course to go to one of those resource areas and work. This example is found in #5, "To Pursue the Matter", Bragdon, HFP, at the end of Chapter 3. (See Appendix A, Individual Level #4 for this item incorporated into a broader task.)

Step Seven — Assign Grade Point Values

Points should be assigned to each task based upon length of time to complete and difficulty involved. Two (2) points of grade are assigned per class hour of work. This would mean in a nine week course that two points per each day of the 45 days would equal 90 points of grade. This means the Hillsboro High School grading scale that a student working continuously each day of class, if he is average, should earn a "B" by the end of the nine weeks. "A" grade work requires more work (homework) by the average student, faster students will receive "A's".

Example: The task given in Step Six as an example should be assigned a point value of 20 points since it is assumed to take two weeks or 10 class days at 2 points each to complete.

The students build their grades. All students start with zero points at the beginning of the nine weeks. Each task will add points to their grade if successfully completed. Their accumulated points plug directly into the grading scale for the school.

Step Eight — Determine the Cost

Costs are very important! Start small and remember that you can add as you go from year to year. The initial cost of switching to the Learning Package Curriculum should be kept low especially if you desire to interest administrators in this approach to American History-Government. Your textbook is already on hand and is not an expenditure. As a matter of fact, changes of textbooks is less needed than in the traditional approach to American History-Government. Textbooks take less beating due to not being used all year and every day. Also up-dated textbooks are not as necessary to a topical approach as they might appear to be in a traditional program. Pamphlets for small groups cost under a dollar per booklet. Many students can use these pamphlets. They stay in the classroom and thus can be used by many different class periods of students. Ten copies of small group pamphlets was given previously as sufficient. In determining costs the teacher might find that buying hardbacks instead of the segmented chapters might be a cheaper way of going. Hardbacks last longer and especially if they are primary source materials there would be no need to up-date them. This factor depends upon the local situation and use of materials. If all chapters or sections will be used in various courses then the hardback should be considered. Pamphlets do take a beating in use.

The American Revolution Learning Package in Appendix A is set up along traditional lines. It uses a textbook already in possession. The game and small group materials can be purchased for under $70.00. One could add or delete materials according to funds available. The same course could be taught with an expenditure of only $20.00. This would only lessen the Small Group Level Options.

Example: Ten (10) copies of "The American Revolution", American Education Publications at 50¢ each is a cost of $5.00 and this accommodates up to nine students every class period taught. Tests and a teacher's guide are included from the company.

Step Nine — Produce the Learning Package

On the average, we have found that eight hours are needed to build a learning package from the very beginning to the point of duplication for student use. Difficult topics may take more time, other topics less. Once the Learning Package is set up, each year's revision time takes about one hour. Revision time included changes in course content, assigning point values differently based on experience, adding or subtracting activities according to need and interest.

The Learning Package should be typed and given to each student upon arrival in the classroom on the first day. Even though students can read, it is wise to read the entire Learning Package out loud and answer questions as you go. This is the students only written guide to the course.

Step Ten — Modifying the Learning Package

During the reading of the Learning Packet, mention to the students that items within the packet might be modified if they prove too difficult or too easy. Difficult tasks which may have been assigned too few points can easily be given more points upon completion of the task. If the assignment is too easy for the amount of points given, modification should take place next time

the Learning Package is used. This tends to keep students from becoming upset if you take points away from them when a task is too easy for the points assigned. Always state that you are willing to modify the Learning Package. This leaves an out when changes need to be made.

Any changes in the Learning Package should be noted during the using of it. This makes for a ready reference the next time the course is taught and makes for fast revision time.

Once this approach is gone through in a traditional approach to content and materials, then the teacher can modify with innovative approaches such as the inquiry or behavioral methods. Modification can be accomplished with individualized packages such as LAPS or UNIPACS in the place of chapter assignments. These types of modifications come with time. The first step is to begin with the materials and approach that are presently used. The Learning Package Curriculum, as an organizing approach, can be utilized as the first stepping stone to change.

APPENDIX A

The American Revolution

Learning Package

"The American Revolution" is a nine (9) week course. It deals with events and issues in Colonial America, during the American Revolution, and immediately after the American Revolution.

General Objectives

1. Given a study of the American Revolution, the student will be able to identify the causes, events, and effects of it.

2. Given the simulation, Radicals Vs. Tories, the student will be able to participate in the simulated events and decisions of the American Revolution.

3. Given current events and Current Viewpoints, the student will be able to discuss and identify present events and viewpoints.

4. Given small group and individual activities, the student will be able to choose materials and activities to suit his/her interest and produce the stated requirements.

Basic Level

This level is made up of group and individual work. All of the work must be completed. The total basic points are 55. Each test or paper must be passed with 90% accuracy. Tests and papers may be redone until sufficient accuracy is achieved. Tests will be given on Tuesday and Thursday. Friday testing is reserved only to students taking the test for the third and final time. If 90% accuracy is not achieved on the third test, a percentage of the points will be assigned. Occasionally tests will be corrected in written paragraph form rather than retaken, e.g. current events and Current Viewpoints.

I. Be a participant in American Revolution textbook activities. (30 points)
   A. Chapter 1, "The Heritage of the Colonial Period", Bragdon, HFP, 3-31.
      1. By reading the assigned pages of the textbook.
      2. By completing and handing in "For Mastery and Review" pp. 30.
      3. By completing and handing in "Who, What, and Why Important", p. 31.
      4. By taking and passing a quiz over 1, 2, 3 above.

   B. Chapter 2, "Road to Revolution", Bragdon, HFP, 32-49.
      1. By reading the assigned pages of the textbook.
      2. By completing and handing in "For Mastery and Review", p. 49.
      3. By completing and handing in "Who, What, and Why Important?", p. 49.
      4. By taking and passing a quiz over 1, 2, 3 above.

   C. Chapter 3, "The Struggle for Independence", Bragdon, HFP, 50-75.
      1. By reading the assigned pages of the textbook.
      2. By completing and handing in "For Mastery and Review", p. 74.

3. By completing and handing in "Who, What, and Why Important?", p. 75.
4. By taking and passing a quiz over 1, 2, 3 above.

II. Be a participant in the simulation, Radicals Vs. Tories. (15 points)
A. By assuming a role as a political figure.
B. By making decisions as a political figure.
C. By evaluating and analyzing the simulation.
D. By completing forms accurately and completely.

III. Be a participant in group activities. (10 points)
A. By talking about and/or listening to current events.
B. By taking part in Current Viewpoints discussions and activities.
C. By participating in other large group activities as held.
D. By completing a quiz covering A, B, C above.

Small Group Level

Each small group has the choice of several materials. These groups are optional with the stipulation that materials not be repeated by the student. Each group of materials will vary according to points because of the length required for completion and the difficulty involved. After completing Basic Level I and II, small groups may be formed. Use Small Group Guide.

1. Set up a group of four (4) students with the help of the instructor.
2. Choose one of the listed materials below as a group.
3. Read, answer questions as a group, pass a quiz as an individual.

Material: (10 point)

1. "How Did Democracy Develop in Colonial America?", Viewpoints, 2-16.
2. "What Were the Causes of the American Revolution?", Viewpoints, 18-32.
3. "Colonization in North America", Readings in American History, 2-17.
4. "Colonial Defiance: The Boston Tea Party", American Education Publication.

Material: (15 point)

5. "American Colonial Development: Navigation Acts, Paper Money, Rights of Colonial Assemblies", Readings in American History, 18-33.
6. "Discord, Revolution, and Independence: Stamp Act, Townshend Acts, Coercive Acts", Readings in American History, 34-53.
7. "Dissent: What Is It's Role in A Free Society?", Patterns of Civilization: America, 241-288.

Material: (20 point)

8. "The American Revolution", American Education Publications.
9. "What is the Nature of American Democracy?", The Process of America Government, 3-36.

Individual Level

This level is research and project oriented. Various point values are assigned to the activities, based on an estimated 2 points per class hour of

activity. The maximum that may be earned in this area is 20 points for the nine weeks. Reports are to be prepared according to proper term paper writing style.

1. Read and report on an American Heritage and/or American History Illustrated article dealing with the period of Colonial America or American Revolution. (see instructor for report form) (2 points each report)

2. Read and review a book dealing with Colonial America or the American Revolution. (see instructor for report form) (10 points each)

3. Maps: Do any of the "Unrolling the Map" section items at the end of Chapters 1, 2, or 3 of Bragdon, HFP. (2 points each)

4. Prepare a five (5) page double-spaced typewritten report or 10 page single-spaced handwritten report on a topic given in "To Pursue the Matter", at the end of Chapters 1, 2, or 3 of Bragdon, HFP. The paper is to be written in term paper style. At least five sources should be used in researching the topic. Se the instructor about particular topics for determination of the amount of material available. (20 points each topic)

5. Any other project: Obtain instructor's permission. Determine amount of points for the project at a rate of 2 points per hour of work in advance of beginning the project.

Grading Scale

(Points = Percentages)

A+	100% and Over	C+	85-86
A	96-99	C	80-84
A-	94-95	C-	78-79
B+	92-93	D+	76-77
B	89-91	D	72-75
B-	87-88	D-	70-71
		F	Below 70 points

APPENDIX B

Foreign Policy

Learning Packet

"Foreign Policy" is a nine (9) week course. It deals with U.S. foreign policy since World War I. The U.S. in its relationships with other nations will be considered.

General Objectives

1. Given a study of U.S. foreign policy since World War, the student will be able to identify the objectives, factors, and results,of it.

2. Given the Game, Nations, the student will be able to participate in simulated foreign policy decisions and be able to evaluate them.

3. Given current events and Current Viewpoints, the student will be able to discuss and identify present events and viewpoints.

4. Given small group and individual activities, the student will be able to choose materials and activities to suit his/her interest and produce the stated requirements.

Basic Level

This level is made up of group and individual work. All of the work must be completed. The total basic points are 60. Each test or paper must be passed with 90% accuracy. Tests and papers may be redone until sufficient accuracy is achieved. Tests will be given on Tuesday and Thursday. Friday testing is reserved only to students taking the test for the third and final time. If 90% accuracy is not achieved on the third test, a percentage of the points will be assigned. Occasionally tests will be corrected in written paragraph form rather than retaken, e.g. current events and Current Viewpoints.

I. Be a participant in Foreign Policy Activities. (20 points)
   - A. Lecture
     1. By hearing the lecture on "Foreign Policy to World War I."
     2. By completing the appropriate map assignments.
   - B. Causes of World War I
     1. By viewing and hearing the filmstrip/record.
     2. By completing the questions and worksheet, as a group.
   - C. Causes of World War II
     1. By viewing and hearing the filmstrip/record.
     2. By completing the questions and worksheet, as a group.
   - D. Concentration Camps
     1. By viewing the filmloops on American and Nazi camps.
     2. By completing the questions as a group.
   - E. The Cold War
     1. By reading the AEP booklet, "The Cold War: U.S. Foreign Policy, 1945-73"
     2. By completing "For Thought and Discussion" as an individual.

II. Be a participant in Nations game. (20 points)
   A. By assuming a role as a political figure.
   B. By making foreign policy decisions.
   C. By evaluating and analyzing the simulation.
   D. By completing the forms accurately and completely.

III. Be a participant in the Department of State Activities. (10 points)
   A. By reading Chapter 17, Magruder's 1962 edition.
   B. By completing "Questions for Review" and "Words and Phrases to Know" on pp. 308-309.
   C. By taking and passing a quiz over A and B above.

IV. Be a participant in group activities. (10 points)
   A. By talking about and/or listening to current events.
   B. By taking part in Current Viewpoints discussions and activities.
   C. By participating in other large group activities as held.
   D. By completing a quiz covering A, B, and C above.

Small Group Level

Each small group has the choice of several materials. These groups are optional with the stipulation that materials not be repeated by the student. Each group of materials will vary according to points because of the length required for completion and the difficulty involved. After completing Basic Level I, II, and III, small groups may be formed. Use Small Group Guide.

1. Set up a group of four (4) students with the help of the instructor.
2. Choose one of the listed materials below as a group.
3. Read, answer questions as a group, pass a quiz as an individual.

Material: (10 points)

1. "Isolation: The U.S. and the League of Nations", AEP.
2. "The U.S. in World Affairs: World War I", RAH, pp. 370-385.
3. "The U.S. and World Strife: 1931-39", RAH, pp. 422-439.
4. "World Cataclysm and the U.S.: Japanese-Americans in World War II and the Use of the Atomic Bomb", RAH, pp. 440-455.
5. "Why Did the U.S. Reject the League of Nations?", Viewpoints, pp. 333-344.
6. "Intervention: The Vietnam Buildup", AEP.
7. "Peacemaking and Power Politics", Issues Today.
8. "The U.S. in the 1960's: Part II, Controversy Over the Way To End the War in Vietnam", RAH, pp. 484-494.

Material: (15 points)

9. "Foreign Policy: Challenge and Promise", PC.
10. "Power and Responsibility in a World of Turmoil: 1946-1960 (Containment, Marshall Plan, Korean War)", RAH, pp. 456-473.
11. "Why Did the U.S. Enter World War I?", Viewpoints, pp. 314-331.
12. "Why Did the U.S. Enter World War II?", Viewpoints, pp. 370-391.

Material: (20 points)

13. "The U.S. Commitment to a Free World: How Far Should We Go?", Viewpoints, pp. 394-422.

14. "Diplomacy and International Law: Alternatives to War", AEP.
15. "Revolution and World Politics: The Search for National Independence", AEP.
16. "The Limits of War: National Policy and World Conscience", AEP.
17. GAMES: 1914 and/or Origins of World War II.

Material: (Over 20 points)

18. Campbell: Abandonment of Neutrality (35 points)
19. Wilbur: The Monroe Doctrine (40 points)

Individual Level

This level is research and project oriented. Various point values are assigned to the activities, based on an estimated 2 points per class hour of activity. The maximum that may be earned in this area is 20 points for the nine weeks. Reports are to be prepared according to Research Methods Class Format.

Reports

1. Read and report on an American Heritage and/or American History Illustrated article dealing with foreign policy. (see instructors for form) (2 points each)

2. Read and review a book dealing with U.S. foreign policy. (see instructors for form) (10 points each)

3. Prepare a five (5) page double-spaced typewritten report or 10 page single-spaced handwritten report on your choice of any U.S. foreign policy. Include a minimum of five sources in the bibliography. Items to be included are objectives, factors, events, results, and effects of the foreign policy. (see instructor about particular topics for determination of amount of material available) (20 points)

Panels

4. Stage a class forum or panel on one of the following topics: (10 points)
   a. Resolved, That the Panama Canal should be returned to Panama by the US
   b. Resolved, That the Monroe Doctrine is a one-sided statement of U.S. interests and has always been interpreted as such.
   c. Resolved, That Hitler could have been stopped before he embarked on his career of conquest.
   d. Resolved, That the U.S. began the war with Japan prior to Pearl Harbor.
   e. Resolved, That the U.S. should withdraw immediately from the United Nations and all other "entangling alliances".

Maps

5. On a map, locate and label the Cold War regional organizations of the West and of the East, e.g. NATO, Warsaw Pact. (2 points)

6. On an outline map of Europe, locate the two sets of belligerent powers and the neutrals in World War I. Explain how the basic geographical

situation favored the Allies? How it favored the Central Powers? The explanation should be in the form of a two (2) page double-spaced typewritten paper or a four (4) page single-spaced handwritten paper. (10 points)

7. On a map of the world, locate the Japanese and German and Italian conquests at their greatest extent during World War II. Label each area or nation included. (5 points)

8. Make maps of the Pacific and Afro-European theaters of war during World War II. Note major battles, especially turning points such as the Battle of Midway, Stalingrad, and D-Day landings. (5 points)

9. On a map of the world, indicate the areas of the Iron Curtain, Bamboo Curtain and Free World by color. Leave non-aligned or neutrals white. Label each nation in the three categories. (5 points)

Filmstrips

10. View and hear the filmstrip/record set and answer questions and do worksheet. (5 points each)
    a. The New Japan: Asia's Industrial Giant
    b. The Two Germanys
    c. Latin America and the U.S.
    d. Disarmament: The Quest for Peace.

Grading Scale

A+	100% and Over	C+	85-86
A	96-99	C	80-84
A-	94-95	C-	78-79
B+	92-93	D+	76-77
B	89-91	D	72-75
B-	87-88	D-	70-71
		F	Below 70%

APPENDIX C

Constitution

Learning Packet

"Constitution" is a nine-week course. There are three levels of work that can be completed. The unit of study will include the U.S. Constitution and the Legislative branch of the U.S. government. The basic level is broken into three areas (pre-Constitution, Constitution, and the role of Congress). The students will have the option of doing additional work in groups and/or individually.

General Objectives

1. Given a study of pre-constitution, drafting a Constitution, and the role of Congress the students will be able to compare the governmental needs and thinking of today with that of our Forefathers in 1787.

2. Given the G.S. research of Disunia the students will read and study the Constitution and compare the adaptability of the United States Constitution to the needs of the country in 1787.

3. Given the Role of Congress the students will be able to discuss the importance of the Congress as in terms of powers, political aspirations, congressional make-up, and outside influences.

4. Given the basics from Magruder's (government textbook) the students will have a background and understanding of the fundamentals of legislative branch.

5. Given the opportunity to work at the group level, the students will be able to discuss and formulate answers to open-ended questions and learn to support their beliefs and opinions.

6. Given the opportunity to work at the individual level, the students may expand and research an area that they find stimulating and interesting.

Basic Level (70 points)

This level is made up of groups and individual work. All of the work in this level must be completed. The total basic level points are 70. Tests will be scheduled and taken only at the scheduled times. If a student is to receive the full point value alloted for each basic level, they must pass the test with 90% accuracy (unless stated otherwise). Tests for the 90% may be taken three times, the third try the students who did not achieve the 90% will receive an appropriate per cent of the alloted points.

I. General Statement Research from Disunia (20 points) (Note to teacher: Simulation Disunia could be played also)
   A. Hand in written papers according to form.
   B. Passing the performance test with 100% accuracy (open book and research test)

II. Magruder's Chapters 4 and 13 and Constitution (Article I and Amendments 12, 17, and 20 as they pertain to the legislature) (20 points)
   A. Read and study the assigned material.
   B. Take a test and pass with 90% accuracy.

III. Be a participant in APB's The Role of Congress (20 points)
   A. Set up own groups of four students after completion of Basic Level Individual #1.
   B. Read the material individually.
   C. Answer the questions as a group.
   D. Pass a test individually with 80% accuracy.

(Note to teacher: Magruder's chapters 11 and 12 could be substituted and set up as per Appendix A)

IV. Be a participant in large group activities (10 points)
   A. By talking about and/or listening to current events.
   B. By taking part in Current Viewpoints discussions and activities.
   C. By participating in large group activities as held.
   D. By passing a test with 90% accuracy over current events and Current Viewpoints.

Small Group Level

The group level is discussion groups and the students will be able to set up their own groups and select the materials available. These groups are optional with the stipulation that materials not be repeated by the student. Each group points will vary according to the length required for completion and the difficulty of the material. Students may start on the group level after they have received 40 points from the basic level.

1. Set up a group of four (4) students with the help of the instructor.
2. Choose one of the listed materials below as a group.
3. Read, answer questions as a group, pass a quiz as an individual.

Material: (10 points)

1. "Constitution: One Nation or Thirteen", AEP.
2. "How Did Democracy Develop in Colonial America", Viewpoints.
3. "Shall the New Constitution be Ratified", Viewpoints.

Material: (15 points)

4. "The Lobbyists", AEP.
5. "Congress in Action", AEP.
6. "Whom Does Congress Represent", PAG.
7. "Government Under Pressure", PAG.
8. "The Congressman and His Work", PAG.
9. "The Federalist Era" (Chapter 5), RAH.
10. "How Critical was the Critical Period", Viewpoints.
11. "How was the Character of the New Nation Shaped", Viewpoints.

Material: (20 points)

12. "A New Nation" (Chapter 4), RAH.
13. "To Institute a New Government", New Dimensions.

Material: (25 points)

14. "The Ratification of the Constitution and Bill of Rights", New Dimensions.

Individual Level

This level is research and project oriented to be done by the student individually. Various point values are assigned to the activities, which are estimated on a 2 points per day or class hour. The maximum that one may earn at this level is 20 points.

1. Read and report on an American Heritage and/or American History Illustrated article dealing with Constitution. (see instructors for form) (2 points each)

2. Read and review a book dealing with Constitution. (see instructors for form) (10 points each)

3. Construct a poster for a bulletin board telling and illustrating the Role of Congress. (10 points)

4. Construct a poster for a bulletin board telling and illustrating the Federal System of Government, including all of the Checks and Balances. (10 points)

5. Prepare a written report on the U.S. under the Articles of Confederation, include the establishment of and why - type of government - strength and weaknesses - accomplishments - changes that were brought about by the new Constitution. (10 points)

6. Prepare a written report on the uniqueness of the U.S. form of government, and compare it to some other types of governments in the world. (10 points)

7. Prepare a paper on the early documents that pertained to governing in the colonies. Explain why these were successful or a failure. (10 pts.)

8. Prepare a paper on the unwritten policies of Congress, which would include the committee system, political structure, and other policies used in Congress that are not stated in official laws and documents. (10 points)

9. Prepare a written paper on following some major bill through Congress. (10 points)

10. Any other activity that you may wish, with the approval of the instructor.

Grading Scale

A+	100% and Over	C+	85-86
A	96-99	C	80-84
A-	94-95	C-	78-79
B+	92-93	D+	76-77
B	89-91	D	72-75
B-	87-88	D-	70-71
		F	Below 70

Basic Level - Individual #1 Attachment

Basic Assignments: DISUNIA

INSTRUCTIONS: Copy each of the following GFs (general statements) on a separate sheet of paper. Then use your history text, your teacher's lectures, and books outside class to find SDs (specific details) which support each. Hand in your completed paper for credit.

1. Memorize the core of our American philosophy regarding government. This philosophy is found in the Declaration of Independence. The portion you are to memorize begins with "We hold these truths to be self-evident" and ends with "... to effect their safety and happiness."
   You will demonstrate your memorization of this portion by writing it in class during a study-testing module. Punctuation and Capitalization may be modern; spelling must be perfect; no omission or addition of words will be tolerated.

2. The Declaration of Independence of 1776 states several ideas about man's rights (where they come from, what they are, and whether they may be taken away) and about government (where it comes from, what it's for, and when and how it can be changed).

3. During the Articles of Confederation period, 1781-1789, the government accomplished several things.

4. The Northwest Ordinance of 1787 provided a model for future political development of the United States.

5. The provisions of the Land Ordinance of 1785 were to significantly influece the future history of the United States.

6. America had economic problems during 1781-1789.

7. Foreign Nations treated the United States with disrespect during the Articles of Confederation period.

8. Because of their contributions to the Constitutional Convention in 1787, certain men deserve to be called "founding fathers".

9. The provisions of the federal constitution of 1787 solved many governmental problems inherent in the Articles of Confederation of 1781.

10. Hamilton, Madison, and Jay's FEDERALIST PAPERS explained how the following concepts were the essential framework of the new federal constitution of 1787: a. separation of powers; b. checks and balances; c. controlling the effects of faction; d. republic rather than a pure democracy.

APPENDIX D

ARTICLE REPORT FORM

Name _____

Date _____ Hour _____

Bibliography

1. Author: _____ Article Title" _____ "

2. Book or Magazine Title: _____ Pages ____

3. Publisher: _____ City: _____ Date: _____

Summary

4. Describe the main character(s):

5. Describe the plot:

6. List historical aspects and describe them:

7. Describe & list governmental aspects:

Evaluation

8. Give the main idea(s) the article conveyed to you:

9. Give your opinion or feelings toward the subject matter of the article:

10. Give any ideas that were new to your thinking or any new thoughts that were generated while you read the article:

FICTION
Book Report Form
American History-Government

Name_____

Date_____

Hour_____

1. Bibliography

Author's Name_____Title_____

City_____Publisher_____Date_____Pages_____

2. Characters

Main Character's Name_____
A. Physical Description:

B. Personality Description:

C. Important Actions:

D. Final Situation:

Supporting Character's Name_____
A. Physical Description:

B. Personality Description:

C. Important Actions:

D. Final Situation:

Fiction Book Report Form (Cont.)

3. Plot

A. General Theme (check one)
___Man vs. Man
___Man vs. Woman
___Man vs. Nature
___Man vs. Society

B. Describe the plot (movement of characters through the story; the conflict and resolution of the conflict):

C. State the opening situation:

D. State the closing situation:

E. Discuss the reality of the plot. How true-to-life is it? Give specific instances of the relationship of the plot to real life.

4. Sub-plot

A. Describe the sub-plot:

B. State the opening situation:

C. State the closing situation:

D. Discuss the reality of the sub-plot:

Fiction Book Report Form (Cont.)

5. Main Idea

A. State the Main Idea (Central Message; theme)_____

B. Locate the best statement of the main idea in the book. Page(s)____

C. Discuss the Main Idea in detail.

D. State the ways in which the Main Idea relates to you:

6. Historical Aspects

A. Period of time involved_____

B. Location involved_____

C. List specific references to historical occurences:

1. Occurrence_____Page(s)_____

Time Period_____Location_____

Relationship to Main Idea:

2. Occurrence_____Page(s)_____

Time Period_____Location_____

Relationship to Main Idea:

3. Occurrence_____Page(s)_____

Time Period_____Location_____

Relationship to Main Idea:

Fiction Book Report Form (Cont.)

7. Governmental Aspects

A. Governmental Form (Check One)
___Anarchy
___Democracy
___Dictatorship
___Monarchy
___Other: If other, Name It_____

B. Level of Government (Check One)
___Local
___State
___National
___International

C. State the location of the government_____

D. List specific points involving government:

1. Point_____Page(s)____

Time Period _____Location_____

Relationship to Main Idea:

2. Point_____Page(s)____

Time Period _____Location_____

Relationship to Main Idea:

3. Point_____Page(s)____

Time Period_____Location_____

Relationship to Main Idea:

Fiction Book Report Form (Cont.)

8. Evaluation

A. Author

1. Describe the style of writing and how it conveys the message or Main Idea:

2. Describe the author's point of view toward the message:

3. Describe the author's manner in which he ends the message—completes it:

B. Personal Feelings

1. Give your feelings toward the main character:

2. Toward the subject or message:

3. Toward the Plot:

4. Toward the Main Idea:

5. Give any reactions toward any aspect of the book that have not been covered previously:

Small Group Cover

Chairman_____

Recorder_____

Member_____

Member_____

Member_____

Class Hour_____

Small Group Number_____

Material Title_____

Starting Date_____

Completion Date_____

Actual Number of Days Worked_____

Work to Be Redone (REDO's)

Page____Item____Redone(✓)____Notes_____

SMALL GROUP GUIDE

1. Set up a group according to the Learning Packet.

2. Choose material as listed in the Learning Packet. This material is to be used in class only and not checked out for homework.

3. Ask instructor for a group number for the purpose of identifying the group's work. Choose a chairman and a recorder. This sheet will have indicated on it any work that needs to be redone.

4. Each report must have the names of the students, the date, and the class hour in the upper right hand corner of the group report on each page, as shown below.

5. The group number must be on the first line in the middle of the page.

6. The title of the material must be below the group number on the second line.

7. All questions should be answered fully, supported or refuted with data, and explained if answered with simple "yes" or "no" answers.

8. All questions must be numbered by page number and question number.

9. Reports are handed in daily as completed so that the instructors may daily check the progress of the group.

10. Any reports with inadequate responses will be redone and marked with the word, "Redo".

11. "Redos" are completed after all the material is covered the first time. Sometimes the instructor may ask that material be redone, if it would benefit the students' group, at a time other than the actual completion of all the material.

12. The instructors will give an "OK" when the report meets the 90% accuracy standard.

13. The test over the material may be taken by the individual student any time after the group's report receives an "OK". This test may be objective over content and/or essay.

14. Absent students will have the word, "ABSENT", written in front of their name.

EXAMPLE

Rec. NAME
NAME
Ch. NAME
ABSENT NAME
NAME
Date
Hour

Group Number
Title of Material Chosen

Page Number, Question Number
Your answers and supportive data

SMALL GROUP EVALUATION

Group Number_____ Name_____

Title of Material_____ Date_____

Points_____ Hour_____

Time Spent_____

1. Use a 5-point scale (1=best; 5=worst) to rate your group on each of the following:

_____Responsible leadership

_____General group involvement

_____Group achievement of your work

_____Personal involvement

_____Quality of learning experience

2. Check the attributes that apply to your group.

____interesting	____needs better leadership
____boring	____success
____failure	____not enough time
____wasted time	____confused
____comfortable	____too many arguments
____lazy	____strained atmosphere
____productive	____too much time
____hard working	____too much fooling around

3. Identify your group's greatest asset_____

_____

4. Improvements needed in your group_____

_____

5. Any other comments: (Here and on back)

APPENDIX E

SELECTED BIBLIOGRAPHY

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SMALL GROUP MATERIALS

Bernard Feder, The Process of American Government. (New York: Noble and Noble Publishers, Inc., 1972). This is a textbook of cases and problems in American Government. The company has divided the book by chapters and sells them as individual pamphlets. Cost 63¢ each in sets of 10 of pamphlet titles, hardback - 5.97, teacher's guide - 1.50, tests, objectives - 2.40.

Address: Noble and Noble Publishers, Inc.
4640 Harry Hines Blvd.
Dallas, Texas 75235

Bernard Feder. Viewpoints: USA. (New York: American Book Company, 1972). These are short primary source readings placed chronologically by topics. The company has divided the chapters into short pamphlets. $7.98 textbook of teacher's edition. 19 chapters, range in price from 60¢ to 81¢. chapter tests cost 54¢.

Address: American Book Company
300 Pike Street
Cincinnati, Ohio 45202

Donald W. Oliver and Fred M. Newmann. Harvard Social Studies Project. (Referred to as American Education Publications (AEP) pamphlets or Xerox Pamphlets). These are small pamphlets on topics in American History and Government. They range from 40 to 70 pages and contain primary and secondary, fiction and non-fiction materials. Cost 50¢ each pamphlet.

Address: Xerox Education Publications
245 Long Hill Road
Middletown, Connecticutt 06457

Patterns of Civilization: America. (New York: Cambridge Book Company, 1972). This is a textbook which has primary and secondary source materials in it. The company has divided the book by chapters and sells them as individual pamphlets. Cost 78¢ each in sets of 10 pamphlet titles. Hardback textbook available.

Address: Cambridge Book Company
488 Madison Avenue
New York, New York 10022

Blanche M. Touhill. Readings in American History. (River Forest, Illinois: Laidlaw Brothers Publishers, 1970). Primary source readings arranged chronologically by topics. $5.34 each. Chapters can be used as small group material.

Address: Laidlaw Brothers Publishers
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